

Socio-emotional learning for students to improve their personal mental health and wellbeing

CUBUFOUNDATION

PROJECT: P.S. Smile: Socio-emotional Capacity
Building in Primary Education

2019-1-LT01-KA201-060710



MENTAL HEALTH

- a state of well-being that allows people to realize their abilities, cope with normal difficulties in life, work productively and contribute to the development of their community.
- mental health is a state of successful performance of mental function, which leads to productive activities, satisfactory relationships with people and the ability to change and deal with adversity.

Factors and causes of mental health problems

1. Adverse external influences (excessive demands, excessive criticism, lack of love, lack of support and acceptance, conflicts, losses, problems at school, low quality of life).
2. Personality traits (low self-esteem, weak self-control, insufficient self-knowledge, underdeveloped emotional intelligence).

LEADING TO situations in which human life is changed so that the balance between personality and environment is disturbed. This condition is experienced as an emotional burden and the person must make an effort to adapt to the changed life situation.

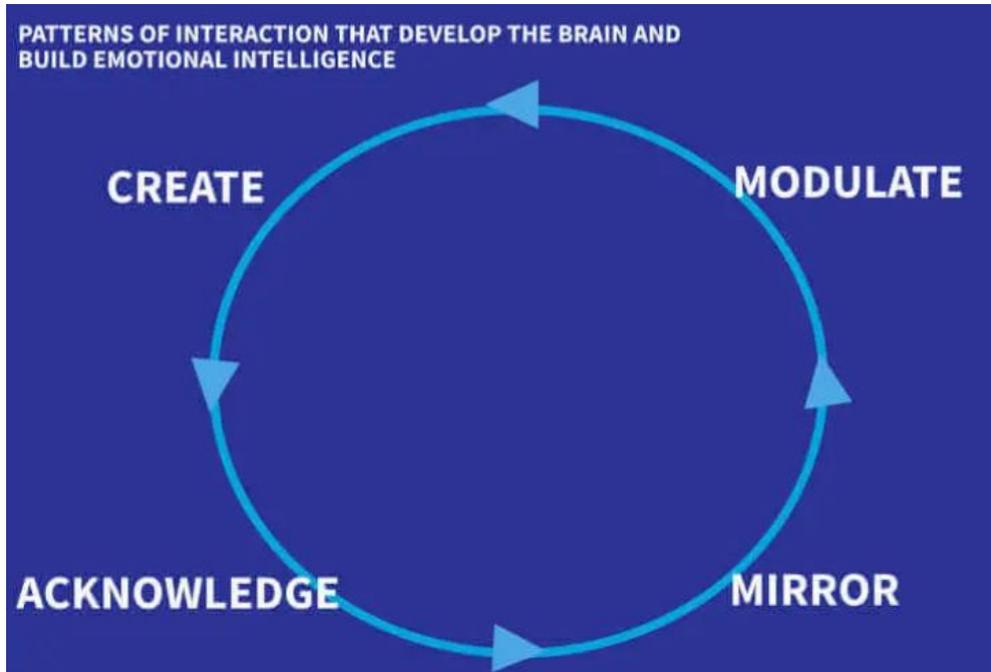
SENSE of BELONGING

- According to the Need to Belong Theory (NBT) human beings are motivated to establish a certain amount of stable and positive interpersonal relationships.
- There is a strong positive relation between an individual's sense of interpersonal belonging and their ratings of happiness and subjective well-being.
- While a lack of social bonds, or explicit feelings of social exclusion, contribute to feelings of anxiety, other mental health outcomes, including depression, loneliness, and social anxiety, are greatly reduced when students experience a sense of belonging.

CONNECTION BETWEEN SOCIOEMOTIONAL INTELLIGENCE AND MENTAL HEALTH

Socioemotional intelligence: an ability to perceive and accurately express emotion, to use emotion to facilitate thought, to understand emotions, and to manage emotions for emotional growth¹

- greater levels of subjective well-being
- life satisfaction
- better mental health
- better academic achievement
- better social functioning: positive relationships with others, perceiving support from parents, friends



CREATE

Open synchronized space that fosters:

- » Expanded internal capacity to participate in the world in a new way
- » Learning

Actions

- » Reaffirm situation & relationship (OR)
- » Co-create something new

ACKNOWLEDGE

Acknowledgement of Self & Other

- » Affirms others presence
- » Allows space for other
- » Creates openness
- » Affirms others right to be -- I AM

Actions

- » Listen
- » Be present
- » Empathic acknowledgement

MIRROR

Mirror other's emotional experience

Actions

- » Let the other know
- » I see you
- » I feel you
- » I understand you
- » I honor you & your presence
- » Empathic acknowledgment

MODULATE

Resonance with the other while maintaining non-anxious presence

- » Lowers anxiety & distress
- » Creates space--openness

Actions

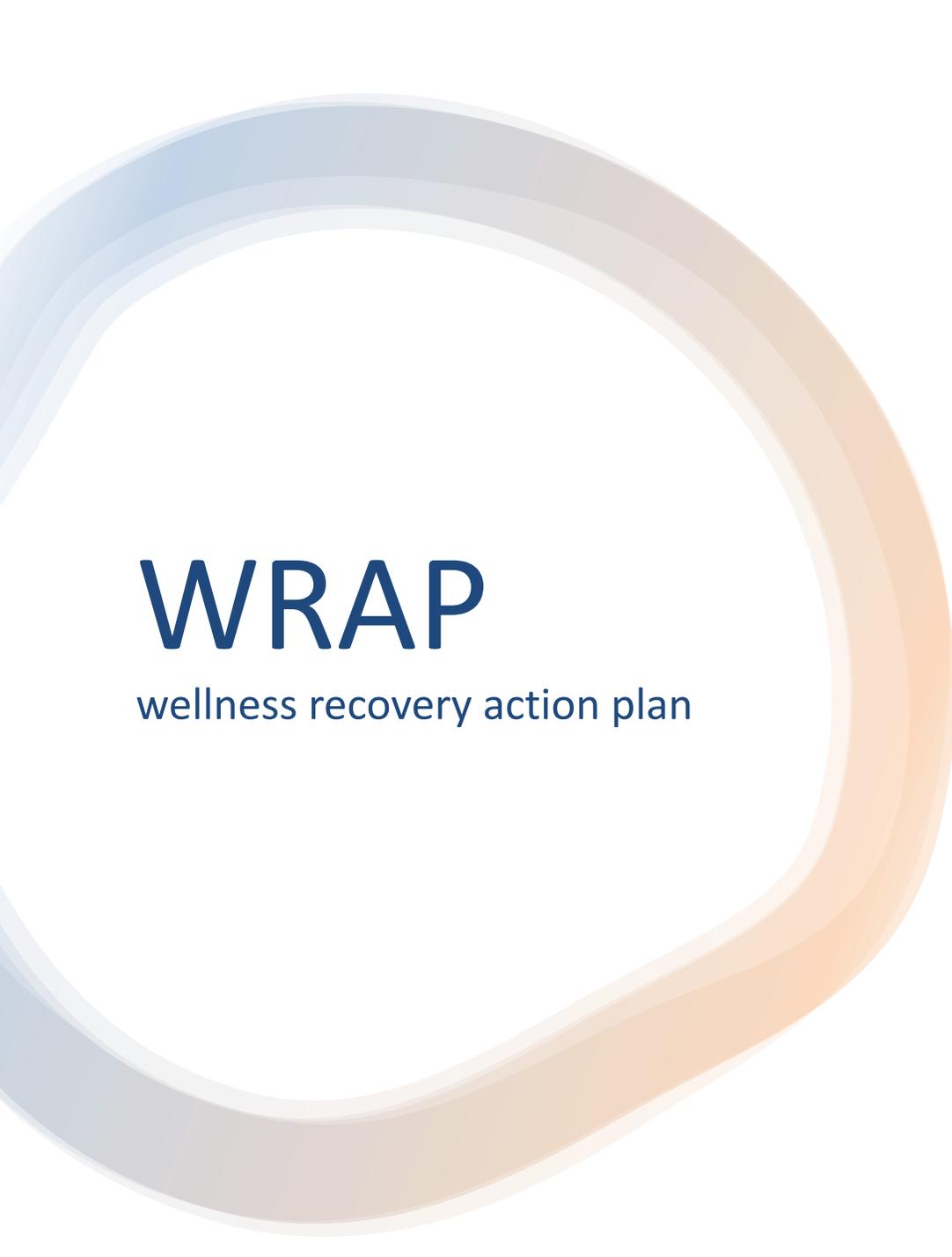
- » Share impact
- » Share self
- » Mutual inquiry
- » Offer clarity with information, direction, resources, etc.

SEL AND MENTAL HEALTH CARE IN BULGARIAN SCHOOLS

- Only recently socio-emotional state of students and teachers got in focus (due to pandemic and changes in educational routines);
- Emotional intelligence strategy - techniques and exercises - in times of social isolation and emergency: pedagogical materials for teachers to use in primary school;
- Mental health care only in cases of mental illnesses;
- psSmile – 55 teachers trained;
- Based on p.s. Smile methodological materials and teacher trainings Primary School “St. St. Cyril and Methodius” Polikraishte developed a new subject “The World of Emotions” to be included in their study curriculum. The new subject and program were approved by the Bulgarian Ministry of Education and Science and as of the academic year 2021/2022 it was already put in practice.
- The subject “The World of Emotions” was included in the educational plan for children from 3rd grade – 8-9 years old.
- <https://оуполиккраище.com/%D0%B8%D0%BD%D0%BE%D0%B2%D0%B0%D1%82%D0%B8%D0%B2%D0%BD%D0%BE-%D1%83%D1%87%D0%B8%D0%BB%D0%B8%D1%89%D0%B5/>

WRAP

- Structured system for self-management.
- It is based on five key concepts for recovery: hope, personal responsibility, education, self- advocacy and support.
- Working with WRAP[®] can help people observe unpleasant and disturbing symptoms and reduce, modify or eliminate these symptoms through planned actions.



WRAP

wellness recovery action plan

- WRAP® - what is it? Developed by Mary Ellen Copeland
- WRAP® is for anyone who wants to make a change in their life.
- This tool can be used not only for emotional / mental problems, but also for other life purposes.

Adapting WRAP for kids

WELLNESS
BOX

Plan for daily
maintenance

Identification
of triggers

Early warning
signs and
action plan

Signs things
go bad

ADAPTING WRAP FOR KIDS

- This is the child's personal plan.
- They decide what is included and what is not included.
- Older ones can work in a group, with guidance from the teacher on developing the plan
- Work on it in a comfortable place.
- Make sure the child is not tired, hungry or upset.
- Keep sessions short.



ADAPTING WRAP FOR KIDS

Cornerstone of WRAP development for children

Ask the child to share things he likes to do, things that make him feel happy and good.

Asking questions:

What do they like to do?

Who do they like to be with?

What do they like to do with that person?

Where do they like to play?

Who do they like to play with?

What do they like to play?

What games do they like to play?

Do they like to color, paint, work with clay, wood?

What do they like to do at school?

What do they like to wear?

What do they like to eat?

What do they like to do before they go to bed?



1. WRAP for kids: toolbox with things they like to do

Pictures

Magazines

Colored
words

Play with a
pet

Walk in the
park

Roller skating

Playing with
Peter

Ride on a
train/Travel

Sitting next to
Maya in class

Climbing trees

2. Creating a daily maintenance plan

What am I when I feel good?

When I feel good, I am:

- Jolly, playful, laughing, calm, focused

What should I do daily to feel good:

- Wash my teeth
- Play with my dog
- Read
- Talk to my friend



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3.Triggers:

What are the things that, if they happen, might upset you?

Yelling at me

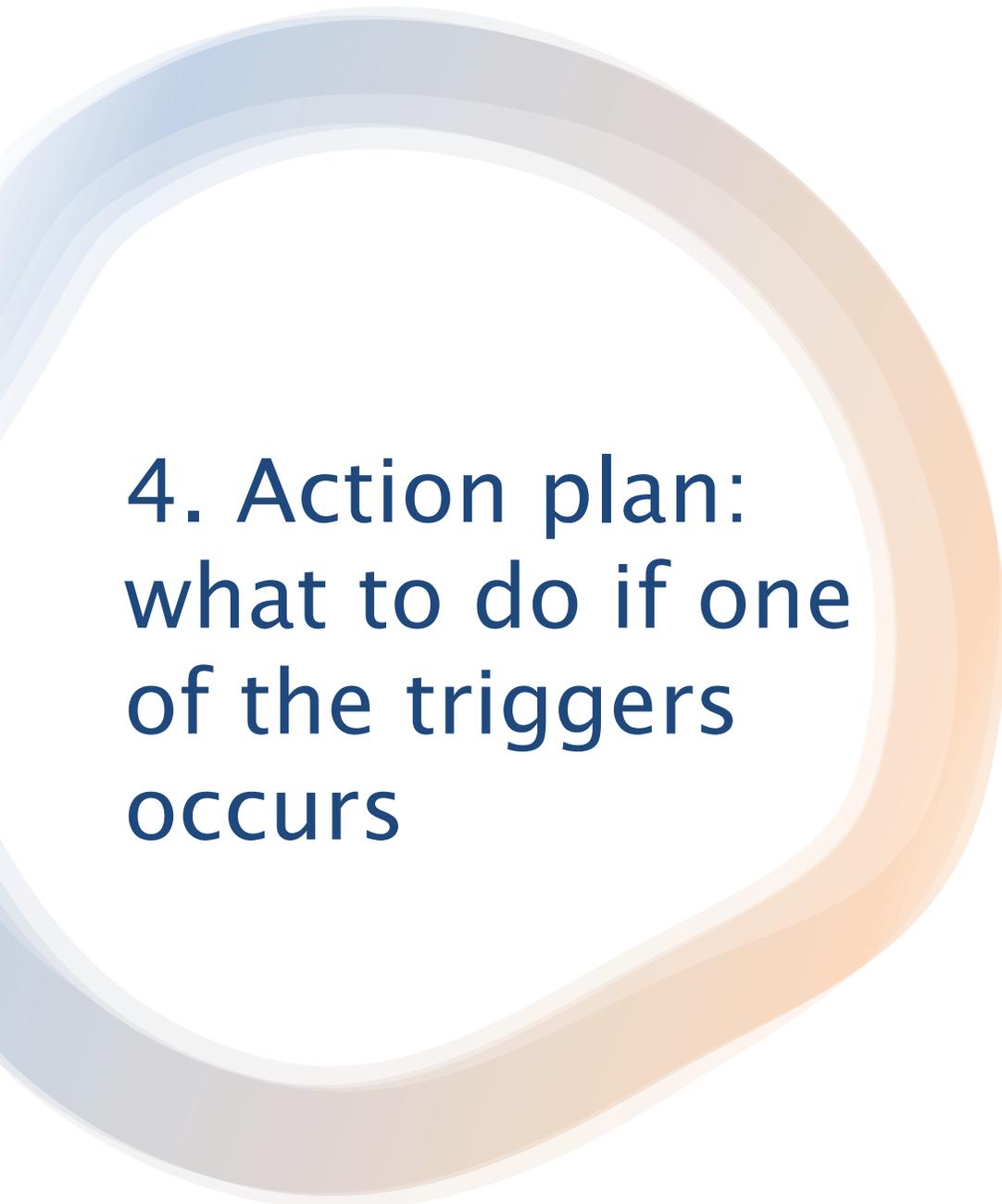
To be hit

To lose a toy

Not being invited to a birthday party

Being sick

When my parents are angry or fighting with each other



4. Action plan:
what to do if one
of the triggers
occurs

I want a hug

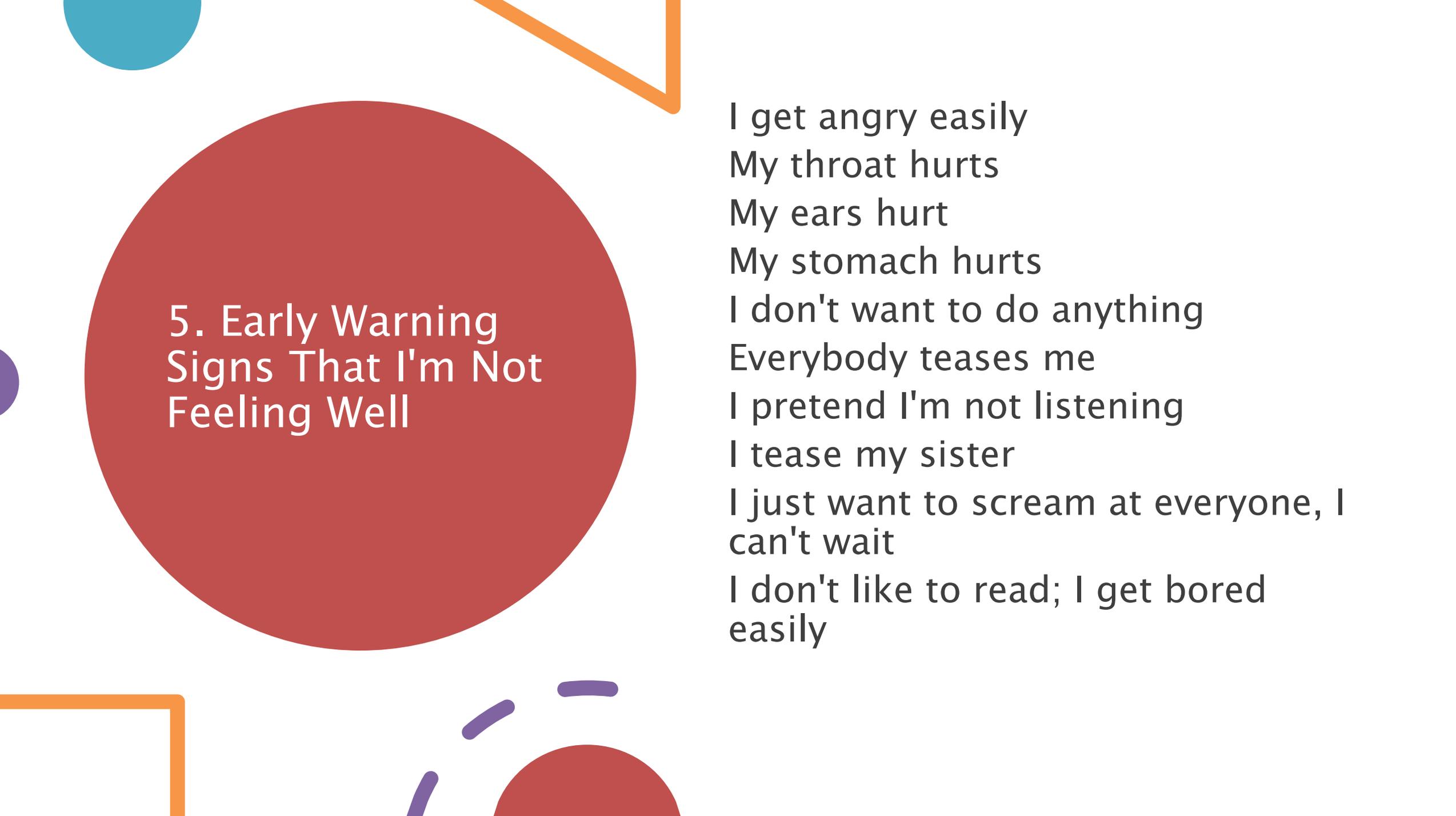
Pet my dog

Draw/color

To talk to my parents
about it

Invite my friend to play
together

To talk to my teacher



5. Early Warning Signs That I'm Not Feeling Well

I get angry easily

My throat hurts

My ears hurt

My stomach hurts

I don't want to do anything

Everybody teases me

I pretend I'm not listening

I tease my sister

I just want to scream at everyone, I can't wait

I don't like to read; I get bored easily

6. Action plan: what to do if I spot the warning signs

To ask my parents for help

Take a nap

To ask my parents to take me to a place I love

To not eat

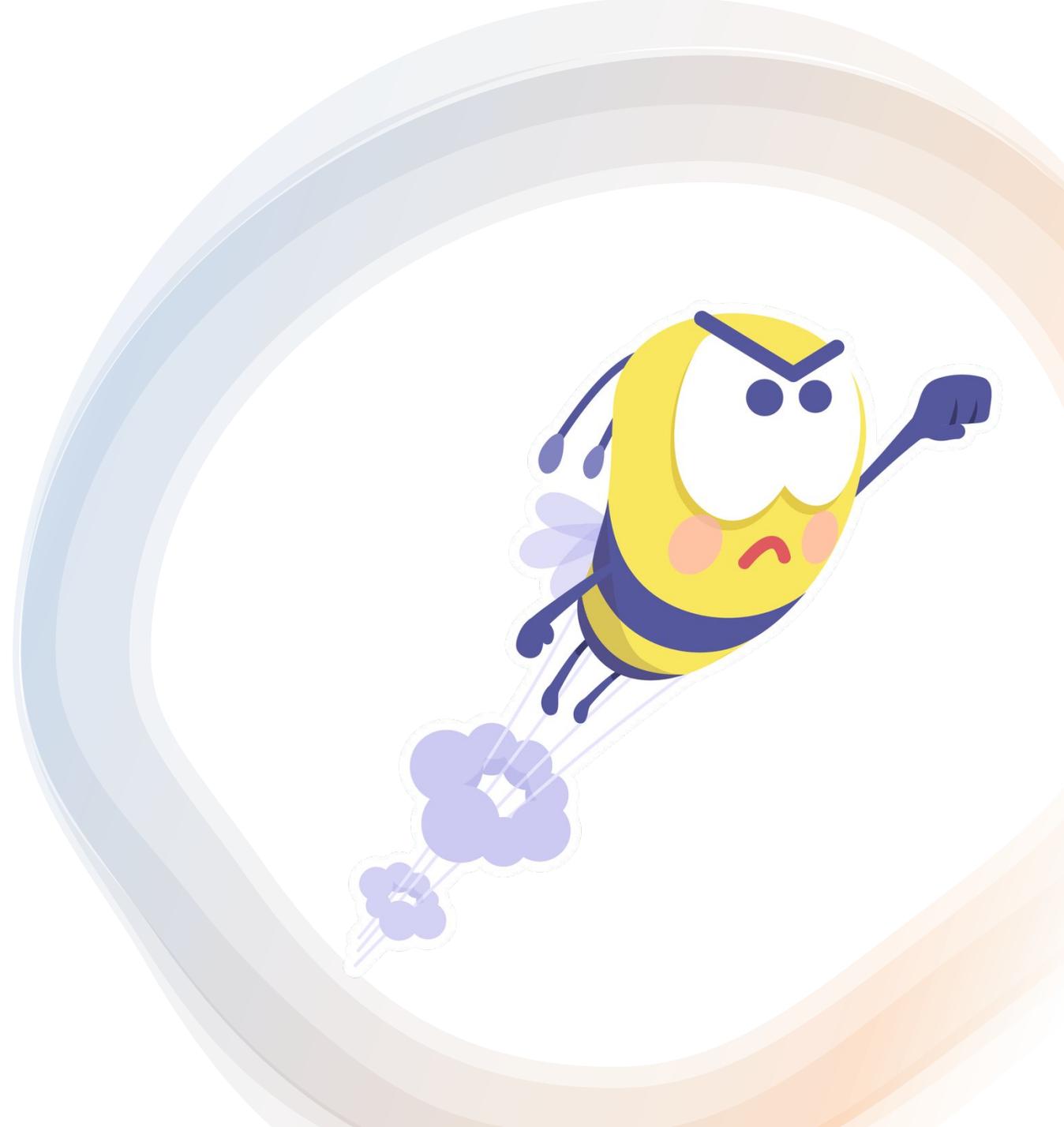
To play with my dog

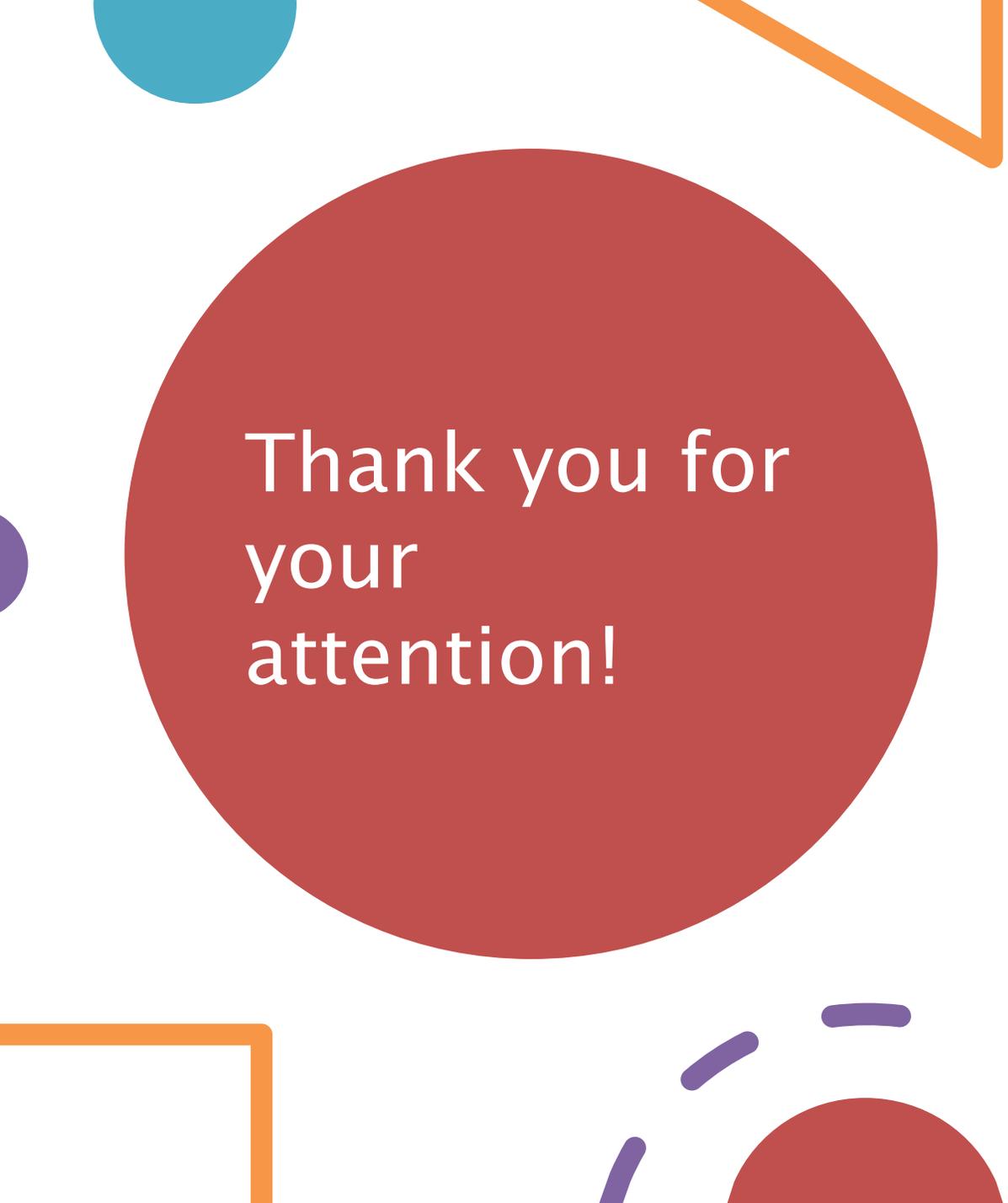
Play with my lego blocks

To read

Ask my sister to keep me company

It becomes a mindset of how to solve problems.





Thank you for
your
attention!

Foundation for development
of the cultural and business
potential of civil society

<http://cubufoundation.com/>

Miglena Molhova

cubufoundation@gmail.com